DOCUMENT RESUME

ED 187 421 JC 800 387

AUTHOR Edwards, Sandra J.
TITLE Preparing Humanities Modules for Occupational Programs. Junior College Resource Review.
INSTITUTION California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
PUB DATE Jul 80
NOTE 17p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Community Colleges; Course Content; Course Evaluation; Curriculum Development; *Curriculum Enrichment; Departments; Educational Cooperation; Humanities; *Humanities Instruction; *Learning Modules; Teacher Role; Teaching Methods; Two Year Colleges; *Vocational Education

ABSTRACT

Instructional packages dealing with a single conceptual unit of humanities subject matter can be used to infuse humanities education into vocational curricula. The development of such modules must begin with a firm foundation to insure the success of the project. Steps in the preparation for module development should include determining the demands on faculty workload, coordinating humanities and occupational divisions involvement, assessing student interest and course-taking patterns, securing administrative support, and calculating costs and acquiring funding. Only then would it be appropriate to determine module content and locate appropriate materials. An additional seven steps are involved in organizing the module: (1) delineate objectives; (2) establish target student population; (3) select student activites; (4) choose needed materials and equipment; (5) determine teaching approaches; (6) allocate time and space needs; (7) establish student evaluation strategy; (8) test the module; and (9) evaluate the module implementation. Such systematic planning will lead to the creation of a module that will not only help to revitalize the humanities curriculum, but will capture student interest. The paper cites uses of modular instruction within vocational curricula at various colleges and includes examples of potential modules and a bibliography. (Author/AYC)

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JUNIOR COLLEGE RESOURCE REVIEW

PREPARING HUMANITIES MODULES FOR OCCUPATIONAL PROGRAMS

Sandra J. Edwards
Staff Researcher

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
Arthur M. Cohen, *Principal Investigator and Director*

Preparing Humanities Modules for Occupational Programs

The growth of occupational programs is a distinguishing characteristic of the community college. The number of students enrolled in occupational programs increased from 13 percent in 1965 to 50 percent in 1976 (American Association of Community and Junior Colleges, 1976) and Lombardi notes that "it is not unusual to find colleges, even entire state systems, where occupational enrollments exceed transfer enrollments" (1978, p. 1). This development has serious implications for the liberal arts, particularly the humanities in the two-year institutions.

The humanities are virtually always offered as discrete courses and these courses are embedded in liberal arts transfer programs, hence not often taken by students in occupational programs. Information gathered by the Center for the Study of Community Colleges in a National Endowment for the Humanities-sponsored survey indicated that instructors have mixed opinions about that. They are aware of the need for career programs: 38 percent agree with the statement "Career education and occupational training should be the major emphasis in today's community college" (Cohen and Brawer, 1977). Yet although 70 percent said that, "Teaching the humanities to students in occupational and remedial programs is different from teaching transfer students," 53 percent affirmed that, "The same humanities courses should be given to humanities and non-humanities students (such as occupational students, science majors)." In summary, even though many humanities faculty acknowledge the increasing role of occupational programs ard believe that vocational students should be required to take humanities courses they do not know quite how to bring the humanities to these students

other than to have the students enroll in the regular humanities courses.

One approach not widely practiced is the insertion of portions of humanities into technical courses. Some occupational instructors may ask that special courses be developed just for their students (Kroeger and Brace, 1972); but in most applications that is difficult to effect. Short segments of courses with especially designed content are more feasible. The nursing program faculty that would not require their students to take a Cultural Anthropology course might welcome a three-week unit on "The Uses of Grieving" taught by an anthropologist. The teachers of auto mechanics will not send their students to a philosophy course but they might appreciate the philosophy instructor's preparing a course module on "Business Ethics". "The Aesthetics of Design" could be presented to students in an Electronics Technology program by a teacher of Art. And a classicist could teach "Greek and Latin Roots of Medical Terms" to the Medical Technology students.

What is a Module?

According to Russell a module is "an instructional package dealing with a single conceptual unit of subject matter" (1974, p. 3). Modules emerged from the self-paced learning, audiotutorial tradition which attempts to individualize learning through the creation of self-instructional, portable, multimedia instructional units that can be used individually or in a sequence. Yet, a module can be adapted to an already existing curriculum and can be directed at student groups, as well as individual students.

The portability and self-contained nature of modules allow them to be used in multiple settings. For example, a joint effort by the City Colleges of Chicago, Coast Community College District in California, and Miami-Dade Community College

in Florida resulted in a portable course which uses popular culture, including rock music, current movies, and television to lead students to an "understanding of arts in their total historical perspective" (Luskin, 1975, p. 11). Composed of modular units this course can be offered as a traditional course or in individual units by any community college.

Planning the Modules

Preparing humanities modules represents both nontraditional delivery of instruction and interdisciplinary thinking. Thus, the faculty role is different. Faculty need to adapt to subject content that may not be organized in the traditional sequential format. Workload demands may be different, which involves not only faculty, but also administrative procedures.

Are departments willing to share faculty time in the scramble for justifying their existence through the number of student enrollments? Cooperation among humanities faculty as well as among humanities and vocational/occupational faculty plays an essential role in module development and success. A common predicament is that faculty tend to protect their own area, and occupational faculty often feel that no room exists in the occupational program for electives. Emphasizing the academic integrity of the humanities module and also convincing the vocational program's community advisory boards of the importance of humanities offerings can be effective in promoting acceptance of an idea for a module.

Student course-taking patterns are another factor that must be considered in module planning. Will occupational students be receptive to a humanities offering or will faculty be forced to resort to untoward recruiting techniques to convince students of an offering's relevance? Vocational students may be more interested in a humanities module after they have their job skills. Does this mean that this type of offering is more successful in the evening college, as part of a TV course, or as an extracurricular event? Students may also tend to enroll in courses with the instructor they want rather than because of content. A popular instructor can take advantage of such a situation by encouraging enrollment in nontraditional offerings. Student skills must be accounted for, especially since vocational students may tend to avoid humanities courses that they perceive to have heavy reading loads.

Administrative support, particularly presidential backing, which may extend

to financial incentives, can be a strong factor in such an undertaking. Budget considerations are crucial. A number of innovative humanities offerings for vocational students have been initiated through funding by the National Endowment for the Humanities, indicating that extra-college funds may be available. The college, however, usually has the responsibility for funding the actual long-range implementation of the newly-developed modules. Audiovisual budgeting, for example, can be a barrier in module development, especially since the availability of slide negatives and master tapes may be inadequate or even inappropriate. This area needs particular attention in cost estimates.

Other issues such as the transferability of nontraditional offerings and the awarding of credit must be grappled with. Thus, the initial step in preparing a humanities module is testing the receptivity and enthusiasm at the college for such an undertaking and determining political strategies to insure the success of the project.

Module Development

Once the feasibility of a module is established an initial determination is made of general content of desired module and assessment of target student population, whether material for the module is already available or whether the module must be newly created. Resources for ascertaining what materials exist include the ERIC Clearinghouses which through Resources in Education

indicate what course outlines are available. The ERIC Clearinghouse for Junior Colleges can also provide names of colleges or individuals that may have experience developing modules. Such agencies as the National Humanities Faculty, the Community College Humanities Association, the Center for Humanities, and other private distributors of educational materials may have appropriate materials, although these may only be available as part of an entire package. Contacts through disciplinary associations or professional journals can also provide a source for locating already formulated modules. Actual contact with those experienced in module and other nontraditional curricula development can prove invaluable in ascertaining which approaches and strategies are the most effective.

Even if materials are located, they often require some tailoring to particular needs. Thus, they can be subjected to the same scrutiny as self-created instructional materials. The most crucial step in the module development is delineation of the module's objectives. For example in a course entitled "Work Ethics" at Bakersfield College (California) to meet the goal that "The students will become sensitive to moral problems peculiar to their occupations," the objectives are:

> Objective a: In class the student will complete a detailed questionnaire to 1) isolate major areas of occupational morality and 2) demonstrate the variety of moral choices available, as well as the difficulties of moral decision making.
>
> Objective b: Outside class the student will describe in writing additional areas of occupational morality stemming from the student's on-the-job experiences or what the student can imagine to be on-the-job experience.

In constructing performance objectives the targeted student population must be established. This can be accomplished either by evaluating the student population that is available or by specifying prerequisites which may circumscribe

the students who will enroll. Modules may be more easily designed for students in particular occupational groups such as computers and society for business students, noise pollution for auto mechanics, or funeral history for mortuary science students; but modules can be more generalized such as craftsmanship for technical students. Student course taking patterns and skill levels need to be accommodated in module development.

Organizing the Module

Although content has been considered in determining feasibility of the module, specific content can be decided (following specification of objectives). In conjunction with content determination student activities can be selected and materials and equipment ascertained. In choosing student activities instructional sequence must be considered. DeCecco (1968) provides alternative techniques for course progress:

- from concrete objects and experience to abstract ideas
- from the simple and elementary to complex manipulations, principles, and understandings
- from isolated facts to integrated principles or relationships
- from the specific to the general or the inductive approach
- from the general to the specific or the deductive approach
- from the known to the unknown
- in temporal or chronological ordering

For example, the humanities modules created by City Colleges of Chicago, Coast Community College District and Miami-Dade Community College moves from what is familiar to students, i.e., the popular arts, to fiction and more serious works of art without deluding the student that they are of equal value.

In module construction humanities instructors can investigate teaching approaches which have proven to be effective within the occupational curricula from which they attract their students. One suggestion arising from

Los Angeles Community College District's development of "Man and His World: Technology and the Humanities," designed for occupational or non-continuing students, is that by approaching the arts as craft, the notion of the humanities as elitist can be eliminated.

Russell (1974) enumerates the type of equipment and materials that can be considered for use in the module: printed materials, projected media, audio inputs, real objects, and human interaction. The area of materials choice becomes particularly important in face of criticism of the humanities' heavy reliance on printed materials, even when the affective domain may be a central concern. Dale's (1969) "Cone of Experience" orders learning material from the concrete to abstract as follows:

Concrete

1. real life experience
2. physical involvement with artificial or simulated experience
   e.g., role playing
3. direct perception of experience (actual observation)
   e.g., exhibits, field trips
4. indirect perception of experience (audiovisual representation)
   e.g., TV, movies, narrated slides
5. visual representation of experience
   e.g., slides, photographs
6. audio representation of experience
   e.g., radio

7. reading verbal description of experience
8. hearing verbal description of experience
   e.g., lecture.

Abstract

Golden West College (California) planned an interdisciplinary humanities course composed of three five-week sessions which made varied use of media and materials. Each segment included a large-group presentation, small-group discussions and individual student access to a variety of media. For example, the large group presentation on alienation made use of the film The Pawnbroker to demonstrate types of alienation, the film The Heart Is a Lonely Hunter and slides of representations of alienation in art and architecture to examine the causes of alienation, and slides of other art works, music, and the film David and Lisa to further illustrate the concept of alienation in the arts (Genesis..., [1976]). Another example of media use is the strategy of an English instructor who, through the use of tape recorders and other technical equipment, introduced auto mechanic students to the process of writing by having students create "noise essays" of sounds within the auto repair shop (Scally, 1976).

Teaching approach plays a role in module organization. Will the module consist of individualized learning, discovery (inquiry), expository, group, simulation, learning games, field-based, demonstration (practice), or basic skills strategies (Heitzmann, 1977)? A recent experience at Los Angeles Community College District suggests that course planning as a team, including interchange of teaching approaches and material with course teaching by individual instructors appears to be a more effective combination than teams both planning and teaching. Time and space allocations must also be part of this organizational

phase. Determinations, such as when modules will be scheduled and how they fit into students' curriculum and whether available facilities can accommodate media use, must be made. The direction of these considerations has already been suggested during the feasibility phase of module development.

Module Tryout and Evaluation

Russell (1974) raises several notable issues in discussing this phase of module development. He suggests that the module developers themselves try out the module to become aware of their own weaknesses as instructional developers, to promote maximum feedback, and to enable module revision during the tryout and, thereby, avoid student frustration. Russell also recommends that during module tryout certain student attitudes be addressed, such as test anxiety, aversion to criticism, and dislike of self-instruction (if applicable). Offering explicit instructions and being specific about the type of information that is needed to evaluate the module will assist in a successful tryout.

Russell identifies the basic question in evaluating the module as "Who learns What under Which Conditions and in How Much Time?" (1974, p. 87). That is, who is the target population; what are the objectives that students must meet; what are the conditions of module administration; what are the time requirements? Student attitude changes and other reactions also are of interest.

Examples of Potential Modules

Suggestions for the types of humanistic modules that may be of use are available, although adequate information on their development and success may be limited or non-existent. What is needed is more details on which approaches work best with what type of student. Some of the following examples have already been mentioned in the preceding text:

- Aesthetics of design for engineering technology students

  Overview of art and architecture empnasizing functional art objects
- Art history for interior design students
- Computers and society for business students

  Different uses of computers and ethical implications of their use, such as issues of the right to individual privacy
- Conditions of life in a technological society

  What characterizes life in such a society; how are values influenced by technology; what can humanities contribute
- Craftsmanship for technical students

  Present art as craft; also look at the concept of craftsmanship within a technological society emphasizing mass production
- Death and dying for students in health-related occupations

  Experiences of these concepts in literature, art, music, and within different cultures; also may include philosophical and sociological issues surrounding death
- Funeral history for mortuary science students
- Cross-cultural grieving for nurses
- Industrial history for welding, diesel, or auto mechanic students

  How technological changes have affected life style, literature, art, architecture, and politics throughout the industrial period
- Man and metals for shop students

  Historical and artistic approach to the subject of metals
- Medical ethics and law
- Myth and medicine
- Noise pollution for auto mechanics

- Problem solving using an auto transmission as an example
- Spanish for health occupation students or police officers
- Technical report writing

  Desensitize student to act of writing by exposure to different examples and by demystifying the writing process through application to students' occupational interests

Conclusion

The steps toward developing a module emphasize laying a firm foundation to insure the success of the project. Once the groundwork is in place, it becomes easier to undertake the mechanics of organizing the module itself.

A. Prepare for module development
   1. Test receptivity and determine political strategy
      - Determine demands on faculty workload
      - Coordinate humanities and occupational division involvement including faculty time, scheduling, and space needs
      - Assess student interest and course taking patterns
      - Secure administration support
      - Calculate costs and acquire necessary funding
   2. Initially determine module content and locate appropriate materials
B. Organize module
   1. Delineate module's objectives
   2. Establish target student population
   3. Select student activities

4. Choose needed materials and equipment
5. Determine teaching approach(es)
6. Allocate time and space needs
7. Establish student evaluation strategy
8. Try out module
9. Evaluate module implementation

Careful systematic planning will lead to the creation of a module that not only will help to revitalize the humanities curriculum but will capture student interest.

Sandra J. Edwards
Staff Researcher
Center for the Study of
Community Colleges

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